

**WEB-BASED SURVEY TO MEASURE THE QUALITY OF RELATIONSHIPS
IN THE MENTORING CHILDREN OF PRISONERS PROGRAM (MCP)
Family and Youth Services Bureau**

NOTE: The online version of this instrument should be easier to read, since many of the instructions will be in the form of mouse-over pop-ups.

OMB Control No: Pending
Expiration date: Pending

THE PAPERWORK REDUCTION ACT OF 1995: Public reporting burden for this collection of information is estimated to average 24,960 hours based on an estimated number of children to be surveyed and an hour needed for each survey, including the time for reviewing instructions, gathering and maintaining the data needed, and reviewing the collection of information.

An agency may not conduct or sponsor, and a person is not required to respond to, a collection of information unless it displays a currently valid OMB control number.

* estimated average response per grantee: 116 hours (one hour per child)

The Family and Youth Services Bureau in the Administration for Children and Families (ACF) asks for your cooperation in providing the information about your program in questions 1-15 in Part I. You only need to answer the questions in Part I one time. Additional questions will be found in Parts II and III. Questions 1-12 in Part II are about each of the children of prisoners you serve. Part III will allow each child described in Part II, 1-12 to tell about the characteristics of his or her mentoring relationship. The system is designed to be helpful to you in completing this survey.

The child's and mentor's identities will never be known by ACF and are protected by this system. When the information is combined at the national level for all MCP programs, it will be used for reporting to the US Congress in the Annual Performance Report in the President's Budget and to the Office of Management and Budget (OMB) in the Executive Office of the President. It will also be used by ACF in research and in responding to questions from other researchers. Providing such information in a survey approved by OMB is a requirement in the terms and conditions of your MCP grant.

I A. QUESTIONS ABOUT YOUR PROGRAM:

Please be sure you have answered and submitted these questions about your organization before you begin the interviews with each child.

1. Organizational name of mentoring program (automatic drop down):

MCP AGENCY IDENTIFIER (automatically provided by the system)

2. Is your organization an affiliate of Big Brothers Big Sisters? Y___ / N___

3. Does your organization utilize the Amachi model? Y___ / N___

4. Is your organization partnered with some other national or regional mentoring resource? Partner's name: _____
5. The date when your organization first started a mentoring program: (This may be before you achieved your first mentoring match.) MM/DD/YYYY ____/____/____/
6. The date when your organization first started a mentoring program specifically targeting children of prisoners: MM/DD/YYYY ____/____/____/
7. How does your program monitor existing relationships? (check all that apply)
 - a. Staff query mentors about meetings with mentees on a regular basis _____
 - b. Mentors report their meetings with mentees to staff in phoned reports _____
 - c. Written reports by mentors are: monthly _____ ; bi monthly _____ ; quarterly _____
Other schedule (describe) _____
8. My organization is (check all that apply):
 - a. Primarily a faith-based organization _____
 - b. A community based organization _____
 - c. Partnering with one faith-based organization _____
 - d. Partnering with more than one organization of the same faith denomination _____
 - e. Partnering with more than one organization of plural faith denominations _____
 - f. A public (non educational) organization (State or local) _____
 - g. An educational institution _____
 - h. Other (describe) _____

I B. LONGEVITY OF MATCHED RELATIONSHIPS:

These questions focus on a particular point in time (on or about July 1, 2006) and are somewhat different from similar questions in the Quarterly AFC Online Data Collection system (OLDC). The data is needed to confirm the accuracy of the information ACF must report to Congress.

9. How many youth are currently in active matches in your caseload as of July 1?

10. How many youth experienced a termination of relationship (regardless of who initiated it or how long it had lasted) in the thirty days prior to July 1 and are no longer part of #9?

11. How many of the cases in #10 terminated before the relationship had lasted 3 full months.

12. How many cases in your current active caseload as of July 1 (#9) have been active (with the same youth and adult) from nine months up to the first twelfth months?

13. How many cases in your current active caseload (as of July 1) have been active (with the same youth and adult) for a full twelve months (not the same cases in # 12)? _____
14. How many cases in your current active caseload (as of July 1) have been active (with the same youth and adult) more than twelve months and up to 18 months (not the same cases as in # 12 and #13)? _____
15. How many cases in your current active caseload (as of July 1) have been active (with the same youth and adult) more than 18 months (not the same cases as in # 12, #13 and #14)? _____

You should submit this report before answering questions in Part II about each child and before interviewing the child using Part III.

<i>SAVE</i>	<i>PRINT</i>	<i>SUBMIT</i>
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WEB-BASED SURVEY TO MEASURE THE QUALITY OF RELATIONSHIPS IN THE MENTORING CHILDREN OF PRISONERS PROGRAM (MCP)

II. QUESTIONS ABOUT THIS CHILD

This survey is for children who have been in a relationship that has lasted nine or more months with the same mentor. An automatically generated code will identify each child in the survey in such a way as to keep records organized but protect their privacy. Agencies should maintain a secure record of the identifiers in this survey for each child, but only the code will be reported to ACF. Results in reference to specific children should only be shared on a need to know basis strictly according to agency policy.

You should conduct the interview over the telephone. It is recommended that you explain the purpose of the interview to the parent/guardian. You may wish to reassure them by sharing with them the twenty statements that the child will respond to.

MCP AGENCY IDENTIFIER (automatically provided by the system)

1. Date of the interview (MM/DD/YYYY): ____/____/____
2. Identifying code to maintain privacy and anonymity for individual child: _____

The system will automatically generate a code for this child and the mentor. ACF will not know the identities of the child or mentor. You may provide your own code as long as it protects their identities. It is recommended that you print a copy of this form and the interview and keep it safely in the child's file for agency use only. You may wish to add the real names of the child and mentor to the paper copy. It is your responsibility to maintain the security of your records.

3. Age of child: _____
4. Race/ethnicity of child: (drop down with OMB categories*) _____
5. Gender of child: _____
6. (Automatic) Identifying code to maintain privacy and anonymity for individual mentor: _____
7. Age of mentor: _____
8. Race/ethnicity of mentor: (drop down with OMB categories*) _____
9. Gender of mentor: _____
10. Date this relationship began, when mentor and mentee first met "officially" as a mentoring pair: (MM/DD/YYYY) _____/_____/_____

11. How many times has the child met with the mentor in person over the past thirty days?
_____ sixty days? _____ ninety days? _____

12. Name, position and phone number of interviewer: _____

.....
* Select one or more category from Race and one category from Ethnicity

OMB definitions of Race for drop down menus

- a **American Indian or Alaska Native** A person having origins in any of the original peoples of North and South America (including Central America) and who maintains tribal affiliation or community attachment.
- b **Asian** A person having origins in any of the original peoples of the Far East, Southeast Asia, or the Indian subcontinent including, for example, Cambodia, China, India, Japan, Korea, Malaysia, Pakistan, the Philippine Islands, Thailand, and Vietnam.
- c **Black, or African American** A person having origins in any of the black racial groups of Africa
- d **Native Hawaiian or Other Pacific Islander** A person having origins in any of the original peoples of Hawaii, Guam, Samoa, or other Pacific Islands.
- e **White** A person having origins in any of the original peoples of Europe, the Middle East, or North Africa.

OMB definition of Ethnicity

- f **Not Hispanic or Latino** A person not of Cuban, Mexican, Puerto Rican, South or Central American, or other Spanish culture or origin, regardless of race.
- g **Hispanic or Latino** A person of Cuban, Mexican, Puerto Rican, South or Central American, or other Spanish culture or origin, regardless of race.
- h **Not Provided** No information on race or ethnicity.

III. QUESTIONS FOR THIS CHILD: MENTOR RELATIONSHIP SCALE¹

Please ask each child (in mentoring relationships that have lasted nine or more months) the following questions by speaking to them over the telephone. Earlier tests of this instrument indicate that it works very well (and is simpler to administer) when conducted this way. The mixture of negative and positively-framed questions is known to improve accuracy and is the result of careful testing by the developers in a variety of mentoring programs.

Answers can be entered by staff directly into the OLDC online form. The mentor will not be informed of the child's responses and this assurance should be provided to the parent and the child. (Case management by the agency and follow-up training for individual mentors to improve relationship quality based on results from these interviews should not single out results in ways that identify individual children or mentors. The agency can ensure mentor/child privacy during mentor training by discussing results in terms of the combined responses of the entire group rather than for individual cases.) Children and parents should be reassured about privacy and that it's not a test for them or a report card on their mentor.

Automatic identifying code to maintain privacy and anonymity for individual child (same identifier as question 2 in Part II):

Parental permission was received to interview this child according the agencies policies governing parental notification or permission.

Y ☐ / N ☐

(If the answer is "No" and parental permission is not given, after explaining the nature and value of the survey or sharing the questions, then conclude the interview without proceeding further. A response of "No" will allow the system to save the data entered up to this point.)

Parents/guardians should be strongly encouraged to allow their child privacy (since the test results may lose accuracy if the parent is listening in and the child may censor their answers), but ultimately it's their decision. If a parent insists on listening to the interview, please indicate in the following box:

The parent was present during the child's answers.

Y ☐ / N ☐

Tell the child:

For each of the following sentences, decide how true the sentence is for your feelings about your mentor. Then tell me the number that fits best with each statement. If you think the statement is **not at all true**, say "1"; if you think it is **not very true**, say "2"; if the statement is **sort of true**, say "3"; or if you think it is **very true**, say "4." Your answers will not be shared with your mentor and will be kept private. This is not a "report card" on you or your mentor. It will help us make a better program for you.

1. Rhodes J., Reddy, R., Roffman, J., and Grossman J.B. (March, 2005). Promoting Successful Youth Mentoring Relationships: A Preliminary Screening Questionnaire. *The Journal of Primary Prevention*, 26:2, 147-167.

	(Select one by entering X)			
	<i>Not At All True (1)</i>	<i>Not Very True (2)</i>	<i>Sort Of True (3)</i>	<i>Very True (4)</i>
1. My mentor has lots of good ideas about how to solve a problem.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2. My mentor makes fun of me in ways I don't like.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3. My mentor helps me take my mind off things by doing something with me.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4. When I'm with my mentor, I feel ignored.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
5. Sometimes my mentor promises we will do something, then we don't do it.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
6. My mentor is always interested in what I want to do.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
7. I wish my mentor was different.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
8. When I'm with my mentor, I feel mad.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
9. My mentor and I like to do a lot of the same things.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
10. When my mentor gives me advice, it makes me feel kind of stupid.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
11. I wish my mentor knew me better.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
12. I wish my mentor spent more time with me.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
13. When I'm with my mentor, I feel important.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
14. I wish my mentor asked me more about what I think.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
15. I feel I can't trust my mentor with secrets because my mentor would tell my parent/guardian.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
16. When I'm with my mentor, I feel happy.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
17. When I'm with my mentor, I feel disappointed.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

	(Select one by entering X)			
	<i>Not At All True (1)</i>	<i>Not Very True (2)</i>	<i>Sort Of True (3)</i>	<i>Very True (4)</i>
18. My mentor shows up when he/she is supposed to.	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>
19. When I'm with my mentor, I feel bored.	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>
20. When something is bugging me, my mentor listens while I talk about it.	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>

Thank the child:

THANK YOU! Because you have taken the time to answer these questions about your private feelings and experiences, we will be able to make a better program and help more young people like you everywhere in the USA.

INSTRUCTIONS TO MCP AGENCY: The buttons below will enable you to save, print, and submit the interview and background information on this child. The identity of the child is protected by the anonymous identifier created by the system. We recommend you print and save a copy of the completed form for each child's confidential folder.

SAVE	PRINT	SUBMIT
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The Relationship Quality Instrument Family and Youth Services Bureau

Background, Administration, Use, FAQs and Key Terms

Background:

The Relationship Quality Instrument (RQI) is a series of 20 questions about individual youths' relationships with their mentors. Positive answers to these questions have been shown to be linked to positive outcomes for youth, including increased self-confidence and scholastic competence. Dr. Jean Rhodes, a national expert in mentoring research, has developed, tested and used the instrument in large-scale studies of mentoring programs for at-risk youth.

Pending OMB approval, FYSB will ask MCP Program grantees to administer the RQI to each youth in the program who, by July 1, 2006, have been mentored consistently by one single adult mentor for nine months or more. These relationships will have begun either on October 1, 2005 *or earlier*.

At this time, FYSB offers the RQI as a case management tool that can be used to read one of the vital signs of your program – how well the mentors and mentees in relationships are getting along. The RQI also can provide insights regarding how to design training for mentors and youth to improve youth and mentor relationships. (See section on “Uses” below).

Administration:

Grantees will administer the survey over the telephone and should make every reasonable effort to interview all eligible youth in their programs. Based on instructions from FYSB, which will be disseminated early in the fourth quarter of Fiscal Year 2006, grantees will complete and submit on-line RQI data collection forms through OLDC.

Although grantees must obtain parental permission from youth before administering the survey, neither parents nor mentors should be present when the survey is being administered. In order to ensure that individual survey responses are kept confidential, only the youth and interviewer should be present when the survey is being administered. FYSB will provide suggested language that may be used to reassure the parent; though, ultimately, a parent has the right to insist on being present. In such instances, the online survey form will allow a notation that the parent or guardian was on the line during the interview so that adjustments can be made in the analysis.

Subject to OMB approval, all surveys must be administered and entered into OLDC by September 29, 2006. The MCP Program will report data from the instrument once each year. If grantees have questions or challenges completing the survey, they should either call or e-mail the OLDC help-line at 1-866-577-0771/app_support@acf.hhs.gov.

Use:

General

Data from the RQI provide information about the kinds of relationships shown to lead to improvements in youth self-esteem and academic achievement. Data from this survey also indicate which relationships appear likely to last. FYSB will use this information for Congressionally-mandated reporting. FYSB also will collect information using the RQI form that will validate critical performance data about the duration of matches, to verify information collected through OLDC.

Grantees - Case Management

Although grantees must keep individual survey results confidential, they may use individual findings to target mentor and youth supports, and to help facilitate stronger youth/mentor connections. For example, if large percentages of youth indicate that it is “sort-of true” or “very true” that (in question #5 of the RQI) “sometimes my mentor promises we will do something, then we don’t do it,” and it also is “sort-of true” or “very true” that (in question #17) “when I am with my mentor, I feel disappointed,” grantees may wish to modify mentor support trainings to include sessions on managing youth expectations, being consistent, and making realistic promises to youth about what they can and cannot do.

Similarly, if large percentages of youth indicate it is “sort-of true” or “very true” that (in question #15) “I feel I can’t trust my mentor with secrets because my mentor would tell my parent/guardian,” grantees may wish to educate mentors about the importance of confidentiality in most circumstances, but to remind both youth and mentors about the necessary programmatic constraints of that confidentiality. (If a youth is being harmed or is engaging in extremely dangerous behaviors, mentors may have an obligation to inform program staff.) Finally, grantees also may assess trends in relationship quality at their organizations over time.

FYSB is planning to compile ideas on how to use RQI results, and distribute them to all grantees. Information about innovative uses that MCP grantees have found for the RQI is welcome.

Frequently Asked Questions (FAQs)

Support:

1. Who can grantees contact if they have questions?

- Grantees should call 1-866-577-0771 or e-mail app_support@acf.hhs.gov if they have questions about the survey (either in terms of content or in terms of data entry).

Rationale/Requirements:

2. Why will grantees be required to administer the survey?

- To help FYSB meet Congressional reporting requirements and to “tell our story.”
- To assess MCP Program’s potential to establish and nurture meaningful relationships between children of prisoners and mentors. Generating these relationships is a critical first step in achieving the Program’s ultimate goals for improved outcomes for youth in the program.

3. Can grantees opt not to administer the survey?

- No.

Logistics:

4. When should surveys be administered?

- ACF expects to notify grantees of the requirement in July, giving them until September 29, 2006 to conduct them.

5. Who should administer the surveys?

- This is up to grantees. Any individual who has experience interacting with youth in the program can conduct the interview. S/he must ask the questions in an unbiased fashion and must not encourage youth to provide certain answers. S/he must be trusted to ensure the confidentiality of data collected. Grantees may wish to have case managers or match coordinators serve in this capacity, but are not required to do so.

6. Is parental permission required? How should grantees obtain parental permission?

- Before interviewing youth, interviewers must obtain parental permission to do so. To obtain permission, when telephoning mentees, interviewers should read a brief statement describing the types of questions in the study and how the data will be used. (FYSB will provide this statement for grantees.) Interviewers should then ask parents if they have permission to administer the survey to their children. If parents do not grant permission, interviewers should not survey youth.

1. What if a parent/guardian wants to be present for the interview?

- Having parents/guardians present may affect youths' responses to the questions; therefore, it is recommended that they not be present for the interview. If parents/guardians are uncomfortable with this idea, interviewers may share all of the survey questions with parents/guardians so they know exactly what the survey will cover.
- If a parent insists on being present, the interviewer should note that on the data collection form and interview the youth with the parent present.

7. Who should be surveyed?

- Mentees that have been in a relationship lasting nine months or more (with same mentor) as of July 1, 2006. These relationships will have begun either on October 1, 2005 or earlier.

8. Is there an age cut-off for youth asked to complete interview/survey?

- There is not a cut-off age. This questionnaire is appropriate for children of all ages.

9. How many eligible mentees should be interviewed?

- Grantees should attempt to interview all eligible youth at their programs.
- At a minimum, grantees should interview 85% of eligible youth.

10. How should survey be administered?

- Over the telephone.

11. Should interviews be conducted in person if youths can't be reached by phone?

- No, doing so will compromise the validity of the data gathered. Grantees will need to keep track of all eligible youth and all youth surveyed. Grantees must reach a minimum of 85% of eligible youth. If by the beginning of September grantees are not close to this target, they should contact the survey help-line staff at either 1-866-577-0771 or app_support@acf.hhs.gov

12. How much of an effort should be made to reach difficult to contact youth?

- Each grantee must diligently endeavor to survey at least 85% of eligible youth.

13. Is it okay if youths do not respond to all questions?

- Although respondents have the right to skip any question, please encourage them to answer as many questions as possible.
- If youth are confused about the content of questions (and the interviewer notes a pattern in which many youth are confused by the same questions), please notify FYSB as soon as possible, so that we may change wording or provide clarification. To do so, contact the survey help-line staff at either 1-866-577-0771 or app_support@acf.hhs.gov

14. What should the interviewer do if a youth does not understand a question?

- Attempt to explain what the question is asking. Explain terms when necessary, but ask the question as written. (For the data to be valid, it is important for the survey to be administered consistently across grantees.)
- If the youth does not speak English and needs the survey translated, contact survey help-line staff at either 1-866-577-0771 or app_support@acf.hhs.gov

15. Does the interviewer need to read questions word-for-word?

- Yes, that is essential. Again, so doing ensures that the survey is administered consistently across grantees.

16. How will confidentiality be upheld?

- The OLDC data collection system that interviewers use to record data will generate unique anonymous identifiers for each child in the study. Data will reach FYSB electronically and in coded format only. Additional security enhancements to OLDC will be implemented at the earliest possible dates, but the security of OLDC and RQI depends greatly on grantee diligence.

- Grantees will be responsible for maintaining security of any hard copies of records. It is important for grantees own case management that each interview, which OLDC will code anonymously, be correctly associated with the confidential file of the child interviewed.
- Identifying data may not be shared with mentors, youths' parents or any other outside entities.

17. How is information for Section II (Questions About this Child) obtained?

- If it is possible, interviewers should obtain this information from grantee records before the interview. Doing so will reduce the burden of the survey for youth. (It will take less of their time to complete the survey.) If this information is not available or not accurate in records, however, the interviewer should obtain this information from youth at the time of the interview.

Instrument Content:

18. How were the questions developed?

- *In summary, these questions are based on a longer series of questions about youth/mentor relationship quality that were used successfully in other studies of mentoring efforts. The truncated list of questions included in this survey has also been used and shown successfully to indicate the quality of youth/mentor relationships.*
 - Based on previous qualitative work (Morrow & Styles, 1995)
 - Original scale contained 74 items
 - Administered at 18 months
 - Tapped both positive and negative impressions
 - Exploratory factor analysis reduced the number of items
 - The first four factors, 15 items, most reliably captured relationship quality (34% variance)
 - Confirmatory factor analysis confirmed the structure of the factors Internal consistency of the scales was good, ranging from 0.74 to 0.85. Five of 20 items are "fillers" in the sense that they held no predictive value but helped to provide the questionnaire with a more upbeat tone

Has the survey been used before? Has it been used for children of prisoners?

- The survey is currently being used in the Public/Private Ventures national evaluation of BBBS school-based mentoring. Some of the respondents are children of prisoners. It is also being used elsewhere, with different populations of youth.

20. What is the significance of the relationship lengths inquired about in section I B (Longevity of Matched Relationships)? What is particularly important about relationships that last nine or more months?

- Shorter relationships are less likely to have time to "gel."
- Positive outcomes are associated with longer-lasting relationships (9-12 months).

21. How is relationship quality related to relationship duration?

- In prior analyses of relationship quality data on other studies, relationship quality is associated with duration. However, youth who rated the quality of their mentoring relationships more positively had higher levels of academic and psychosocial outcomes, above and beyond the effects of the duration of their relationships.

Definitions :

Section IA:

Q3. Amachi Model

This is a program model for mentoring developed in the Amachi Program by Dr. Wilson Goode.

If you are not familiar with this model or program, check "no" for question I A 3.

Q7. Faith Based Organization

A faith-based organization is a religiously affiliated organization, such as a church, synagogue or mosque, or an organization that is founded through that kind of religious institution.

Q7. Community Based Organization

A community-based organization is a non-profit organization that is tax-exempt, but that is not faith-based. (See above.) Community based organizations also are known as 501 C3s, because of their tax-exempt status.

Section 1B

Q9. Active Matches

Active matches are mentor/youth matches in which mentors and youth are paired and are meeting on a regular basis.

Q12. Active “from nine months up to the first twelfth months”

Relationships that are active from nine months up to the first twelve months are relationships that have been active for not less than nine months but not more than twelve months.

Section II

Q10. Date the Relationship Began/Match Date

The match date is the first date on which the youth and mentor met as a pair, i.e. the first date on which youth and mentors met *and began their mentoring relationship*. (If the organization hosts a “meet the mentor” event and matches youth and mentors *after* that time, the match date *would not be* the date of the “meet the mentor” event, but rather the first date, after that time, that the pair made contact one-on-one and began the mentoring relationship.) This definition is consistent with the official FYSB definition for date upon which the match begins.